



Observation Protocol for Technology Integration in the Classroom



Teacher Name- Ms. P. Solek Date-02/04/2010 Block-H

I. Setting and Circumstances:

Grade Level(s) of Students 8/9 Observation Length: 30 minutes 1:50 - 2:20

Site (check): ☒ Classroom ☐ Other Inside: _____
☐ Outside the building: what setting? _____

Ratio of Students to Station or Device: ☒ 1 to 1

*In each category below, **check as many as apply** during the time of the observation.*

Activity: ☒ Individual ☐ Small group ☒ Whole class
☐ Student Presentation ☒ Teacher Presentation

Choice: The specific uses of technology in this session were
☒ required of all students ☐ required of some students ☐ unrestricted

Curricular area(s) addressed: ☒ Math ☐ Science ☐ Language Arts ☐ Social Studies
☐ Foreign Language ☐ Other _____

Primary nature of student activity: ☐ Passive and receiving ☒ Producing and creating

Technologies in use: ☒ Computer ☐ Internet ☐ E-mail ☐ Hand held Camera
☐ One-way video ☐ Two-way Interactive video ☐ CD ☒ Other Digital Projector

Software in use by class during the observation: (Will not total 100%)

<input checked="" type="checkbox"/> Drill and practice	<u>100</u> % students using	<input type="checkbox"/> Spreadsheet	_____ % using
<input checked="" type="checkbox"/> Simulation or game		<input type="checkbox"/> Present/publish	_____
<input checked="" type="checkbox"/> Problem solving	<u>100</u>	<input checked="" type="checkbox"/> Internet browser	_____
<input checked="" type="checkbox"/> Data analysis	<u>100</u>	<input type="checkbox"/> Graphics/Web page	_____
<input checked="" type="checkbox"/> Word processing	<u>100</u>	<input type="checkbox"/> Other: _____	

Student objectives for this time period:

<input checked="" type="checkbox"/> Learn content-related skills, facts or concepts	<input type="checkbox"/> Develop a project
<input checked="" type="checkbox"/> Practice or reinforce a skill or concept	<input type="checkbox"/> Learn a research skill
<input checked="" type="checkbox"/> Communicate with resource person or peer	<input type="checkbox"/> Testing or assessment
<input type="checkbox"/> Learn a software or application skill (note): _____	
<input type="checkbox"/> Other (note): _____	

Student goals addressed this time period:

☒ be a discriminating and technically proficient technology user
☒ seek, analyze and evaluate information using technology
☒ conduct problem solving and/or decision making activities using technology
☒ be a creative and effective user of productivity tools
☒ be effective communicators, collaborators, publishers and producers
☒ be a responsible citizen, worker, learner in technology environment

II. Integration Observation Tool: In each row, mark the box best representing the situation you observe. If an item cannot be observed because it is not part of the instructional plan or other reason, mark box 1 and make a note to explain.

Low level of student involvement or proficiency	1	2	3	4	5	6	High level of student involvement or proficiency	Notes
Students are using only the technologies prescribed by the teacher for carrying out learning activities. ✓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most students are independently choosing the technologies appropriate to their activity and need.	teacher prescribed
Students are rarely involved with their teacher or peers in planning for technology use in a unit or lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are highly involved with their teacher and peers in planning for the use of technology in a unit or lesson.	teacher prescribed
In group activities using technology, few students display collaboration .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In group activities using technology, a high degree of collaboration is shown.	Not observed
When using technology, few students act ethically and follow the district acceptable use policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	When using technology, most students act ethically and follow the district acceptable use policy. ✓	
Most students exhibit a low level of skill in the effective use of available technologies and require much assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Most students exhibit skill in the effective use of available technologies at or above expected levels .	Students are very capable
In using technology, few students are focused on the intended curricular objectives .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	In using technology, most students are focused on the intended curricular objectives .	Great design
Specific technology skills are taught and practiced as separate lessons , and later applied to core objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Most specific technology skills are embedded and learned in the context of core curriculum lesson objectives.	Classroom reflects tech
Most students exhibit little creativity , only responding to software prompts or teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Problem solving and higher order thinking is evident in most students' activities. ✓	Students compare & contrast 2 different solving methods
Most students are not highly engaged in the technology activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most students are highly engaged in the use of technology.	
Student use of technology is tailored to neither their cognitive abilities nor physical needs .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student use of technology is tailored to both their cognitive abilities and physical needs .	
Most of the learning activities could be done as well or better without technology .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most of the learning activities are highly dependent on features of the technology .	

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Very good use of technology - Teacher monitors use by walking about & questioning students -

Teacher utilize many uses of tech.